

## Hobbies and Leisure - Year 3 – Scheme of Work

This scheme of work is designed on the structure that teachers should follow when planning English lessons. It starts with the receptive skills of listening and reading and gradually eases the learners into the productive skills of speaking and writing. The Literature lesson, meant to instil and foster a love of literature in learners, may be used on any day during the week. This scheme is planned over a period of five days, but teachers are free to add more lessons as they deem necessary in order to address the needs and interests of their learners. Lessons are naturally pegged to a Year 3 Learning Outcome, and as is normally the case, more than one LO can feature in a lesson. Although each lesson focuses on a separate skill, an integrated-skills approach is used across the lessons to provide a meaningful and motivating context. Grammar is embedded in each lesson and teachers can note that language structures, function and vocabulary are generally constant throughout the five lessons to ensure continuity and serve as a scaffold for learners when they are doing their speaking and writing tasks. Each lesson is accompanied by a PowerPoint presentation and supporting material such as worksheets, Word Mats and Writing Frames. At the end of the document, you can also find links to additional material you might want to utilise.

Year 3		Topic: Hobbies and Leisure			Week:	
		Assessment	Activity/Procedure	Resources (incl. digital)	Language Structure/Vocabulary/ Language Function	
<b>LISTENING</b>	LS 5.2 I can <b>understand audio-visual</b> texts across a range of genres, <b>identifying the main idea and specific information</b>	<p>Questions throughout lesson.</p> <p>Worksheet with tasks</p> <p>Contributions throughout the lesson</p>	<p><b>Pre-task:</b> Share Learning Intention and success criteria. Encourage learners to think about how they spend their free time and what hobbies they enjoy doing. <i>Do learners know what the word ‘hobbies’ means? What do we mean by ‘free time’? How do they spend their free time?</i> Go through slides 6-14 together and have learners match the verbs with the nouns to make up hobbies. <i>Did learners mention any of these hobbies? Do they know anyone who practises anyone of these hobbies? Which hobby would they like to take up?</i></p> <p><b>Main task:</b> <i>Introduce the text:</i> Explain that they will be listening to an audio text about some children talking about their hobbies.</p> <p>1<sup>st</sup> Listening: Listen carefully to Sam talking about hobbies.                  2<sup>nd</sup> Listening: Listen carefully to Sam again.                  3<sup>rd</sup> Listening: Listen to Lucy talking about her favourite hobby.</p> <p><b>Post-Task:</b> As a follow up task, encourage learners to ask family members what their favourite hobby is. Responses may be collected in the form of a table as shown on slide 29. Pictures of finalised work can be uploaded on a teacher created Padlet.</p>	<p>PowerPoint presentation: Lesson 1 Listening</p> <p>Worksheet Lesson 1</p>	<p><b>Language Structure:</b> Present Simple: Sam likes/ Both Sam and Jill like... I really like....</p> <p><b>Vocabulary:</b> painting, drawing, flying, singing, listening, reading, swimming, guitar, etc...</p> <p><b>Language Function:</b> to express likes / dislikes</p>	

<b>READING</b>	<p>R 5.5 I can use a <b>range of strategies to aid comprehension</b> and <b>find the required information</b> in the text.</p>	<p>Questions throughout lesson</p> <p>Worksheet with tasks</p>	<p><b>Pre-task:</b> Explain Learning Intention and Success Criteria. Explain that in today's lesson we will be reading two different non-fiction texts.</p> <p>Task 1: Have learners look at the first reading Task (Slide 4: Reading a Timetable) think about the following: What does the table show? Why would someone need a table like this? Questions may be discussed briefly in pairs, then as a whole group. Elicit the following features: days of the week, two activities a day, duration of activities. Go through the True and False Questions and model how learners can check answers by referring to the table.</p> <p><b>Task 2:</b> Discuss the three posters briefly. Elicit that they show different hobbies and activities that</p> <p><i>During Reading:</i> Read the text aloud and have learners follow along. Next, have learners read the text silently. Review some strategies when reading unfamiliar words and encourage learners to self-check for meaning while they are reading.</p> <p><i>After Reading:</i> Discuss key questions and have learners refer to the text to support their answers. Encourage learners to scan the text to answer some questions (Slide 29). Afterwards, revise strategy for scanning – looking for a key word or group of words.</p> <p><b>Post-task:</b> Learners do tasks on Worksheet.</p>	<p>Worksheet for Lesson 2 with Reading Text and questions</p> <p>PowerPoint Lesson 2</p>	<p><b>Language Structure:</b> Imperative Present Simple Past Simple</p> <p><b>Vocabulary: time-table;</b> Early-bird, discount, drop in rate, registration, limited, compete, elementary, restrictions</p> <p><b>Language Function:</b> To inform</p>
	<p>R 5.7 I can make <b>informed assumptions</b> about a text or long work from its <b>title and introductory material</b></p>				

LITERATURE	LIT 5.3 I can respond to simple poems, stories, and plays by <b>speaking and writing</b> briefly about <b>how I feel about the literary texts and about the events and characters</b> in these texts.	<p>Questions throughout lesson.</p> <p>Listen to some learners reading aloud (follow Read-Aloud Checklist)</p>	<p><b>Pre-task:</b> Share Learning Intention and success criteria. Have children think of things they collect, or things other people might collect. Discuss photos of collections on slide 4. Share poem and briefly collect learners' ideas about strange and not so strange collections. Show cover of book and point out title, author and illustrator. Elicit what the title implies and how the text might unfold. Ask leading questions (notes on slide 10) and make predictions. Go through the new vocabulary together. Discuss strategies that can be used.</p> <p><b>Main task:</b> Read the excerpt aloud. What are some things that we need to keep in mind when reading a text aloud? Elicit Read-Aloud Success Criteria. Have learners read the text silently. Go through key questions and discuss answers by referring to the text.</p> <p><b>Post-task:</b> Learners work tasks on the worksheet. Encourage them to think of words they would like to collect. Which words do they find most interesting? How can these words be grouped?</p>	<p><i>Worksheet with text and questions.</i></p> <p>PowerPoint presentation: Lesson 3 Literature</p>	<p><b>Language Structure:</b> Past simple tense</p> <p><b>Vocabulary:</b> ragged, admired, copper, dictionary, separated</p> <p><b>Language Function:</b> to entertain</p>
SPEAKING	<p>LS 5.8 I can communicate my own experiences, likes and dislikes fluently and accurately with some allowance to self-correct in the process.</p> <p>LS 5.15 I can convey a message accurately and clearly.</p>	<p>Questions throughout lesson.</p> <p>Oral contributions by learners</p>	<p><b>Pre-task:</b> Share Learning Intention and success criteria. In this lesson learners will be talking about different hobbies.</p> <p><b>Main Task:</b> Activity 1: Explain the activity. Introduce the person and their different hobbies and activities. Read the information from the table and elicit how to use the information from the table to say something about how this person spends his free time. Encourage learners to use the adverbs showing time (Everyday, Sometimes, etc..). Repeat by following the slides.</p> <p>Activity 2: Info-Gap Activity. Explain that in the next activity learners need to ask questions to find the missing information in their table. Go through slides to model activity and do an example in front of the class.</p> <p><b>Post-task:</b> Have learners look at the filled table from activity 2. Have them make sentences about Luke and Becky using the present simple.</p>	<p><i>PowerPoint Lesson 4 Speaking</i></p> <p>FlipGrid / Vocaroo for Post Task</p>	<p><b>Language Structure:</b> Present Simple Does she...? Does he...? Yes she/ he does. No she / he doesn't.</p> <p><b>Vocabulary:</b> Adverbs of time: Sometimes, Every day, usually, always, etc.</p> <p><b>Language Function:</b> To describe To ask and answer questions</p>
WRITING	<p>W 5.9 I can <b>write a paragraph appropriately for and audience and with a purpose.</b></p> <p>W5.14 I can <b>use resources</b> to help</p>	<p>Questions throughout lesson.</p> <p>Contributions by learners</p>	<p><b>Pre-task:</b> <i>During the Summer holidays, you attended the Kids Summer Camp. Now that the Camp is over you need to fill out a feedback form to let the staff at the camp know what you think of the activities they prepared. Fill in the feedback form. Include all the correct details and information.</i> Encourage learners to identify GAP (genre, audience and purpose). Share Learning Intention and Success Criteria.</p> <p><b>Main task:</b> Have learners discuss what a feedback form is and what it is used for. Have they ever filled one in or left a review for a place they visited?</p>	<p>PowerPoint Lesson 5 Writing</p> <p>Worksheet: Summer Kids Club Feedback Form</p>	<p><b>Language Structure:</b> Past Simple: we played, we cooked...</p> <p><b>Vocabulary:</b> Adverbs of time: usually, always, every day, sometimes...</p>

	me <b>plan</b> my written work and <b>present</b> it accurately.		Go through the slides to explain the different features of the feedback form and how it can be filled in. Model write or do a share-write with the learners. Discuss success criteria for writing a feedback.  <b>Post-task:</b> Have learners fill in their own feedback forms and share their writing.		<b>Language Function:</b> to describe own experience and give suggestions
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